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ABSTRACT

This publication on planning to meet vocational needs is the fifth in the Self-Help series of five booklets designed for Alaska administrators and teachers to improve vocational services provided to handicapped pupils. It begins with a checklist of implications for administrators and teachers. These discussions and/or materials are provided: (1) an approach to action planning; (2) models for cooperative action plans involving special and vocational educators; (3) other strategies for developing action plans; (4) a chart detailing action levels for compliance with P.L. 94-142; (5) examples of special contributions of special education, vocational education, and vocational rehabilitation to a cooperative effort to meet vocational education needs of handicapped students; (6) special role responsibilities of school principals and teachers; (7) characteristics of successful action plans; (8) suggestions for building level action; (9) suggestions for curriculum modification at the classroom level; (10) three examples of curriculum modification; (11) tips and techniques to use with the mentally retarded; (12) a questionnaire "Knowing Yourself as a Teacher"; (13) some program examples; (14) guidelines for planning; (15) types of services that may be funded with vocational education set-aside funds; and (16) action planning checklist. Questions for further discussion and a bibliography are provided. (YLB)

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Planning to meet the vocational needs of Handicapped Students

• Self-help booklet 5 •

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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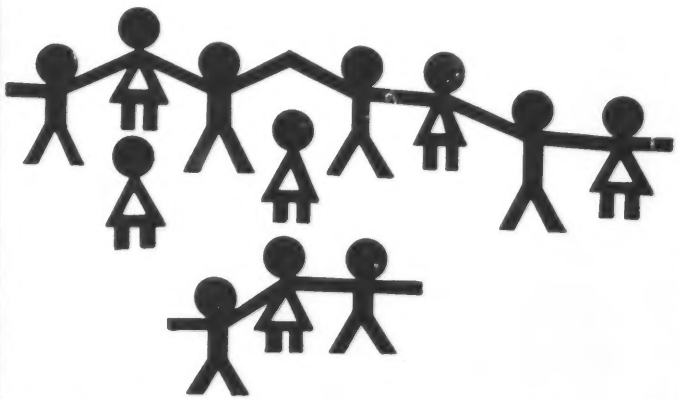

PLANNING
TO MEET THE
VOCATIONAL NEEDS
OF
HANDICAPPED STUDENTS

by

John W. Warden and Raymond H. Lehrman

The Northern Institute for Research, Training and Development, Inc.,

650 West International Airport Road
Anchorage, Alaska

June, 1979

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IMPLICATIONS FOR ADMINISTRATORS AND TEACHERS

Meeting the vocational needs of handicapped students may require a plan of action. Consider the following statements and mark an appropriate check by those which relate to your situation. Knowledge of a plan of action implies that ...

___ Additional time and resources may need to be spent on facilities, personnel, equipment and supplies.

___ Board approval and therefore orientation will be necessary.

___ Teacher involvement and support must be secured throughout the planning process.

___ The specification of tasks and responsibilities associated with the plan must be delineated.

___ Adjustments must be continually made between the "plan" and the reality of surrounding conditions to allow for flexibility and adaptability.

___ A monitoring and documentation process of activities and outcomes will be needed.

___ Teachers and administrators may regard the plan as merely creating extra work.

___ Any number of people may become threatened for a variety of reasons.

___ District accessibility for special funding may be increased with attention focused from elsewhere.

___ A certain degree of openness with regard to program planning may be required of administrators involving parents, teachers, employees and students.

___ Coordination and articulation with other agencies and resources both inside and outside the local district will likely need to be improved.

___ The plan will be subject to influences outside the district which could change various aspects of the plan.

___ Increased teacher in-service will be required for special educators, vocational educators and others in an attempt to develop a closer working relationship to meet individual student needs.

___ The development of the Individualized Education Program (IEP) on each child may need to address the vocational interests and needs of each student.

___ The limitations of the school with regard to solving student needs which arise will become more apparent.

___ Leadership responsibilities may need to be assigned to individuals at both the building and district level to assure that such a plan is developed and implemented.

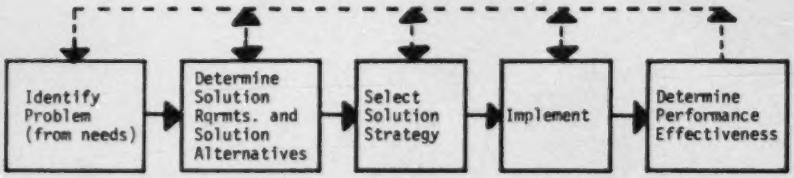
AN APPROACH TO ACTION PLANNING

An action plan is a projection of what is to be accomplished to reach valid and valued goals. The elements of such planning include (Kaufman, 1972):

* Identifying and documenting needs
* Selecting among the documented needs those of sufficient priority for action
* Detailed specification of outcomes or accomplishments to be achieved for each selected need
* Identification of requirements for meeting each selected need, including specifications for eliminating the need by problem solving
* A sequence of outcomes required to meet the identified needs
* Identification of possible alternative strategies and tools for accomplishing each requirement for meeting each need, including a listing of the advantages and disadvantages of each set of strategies and tools (or methods and means)

These statements can be further broken down into six basic steps as identified below and shown in the graphic illustration:

1. Identify problem (based upon documented needs).
2. Determine solution requirements and solution alternatives.
3. Select solution strategies (from among the alternatives).
4. Implement selected strategies (to achieve the required outcomes).
5. Determine performance effectiveness.
6. Revise as required at any step in the process.



The foregoing is (or should be) a continuous process and actually consists of the sub-elements of 1) problem identification and 2) problem resolution. Problem identification is the primary concern of steps 1 and 2 and problem resolution is the concern of steps 3,4, and 5 of educational management. The sixth step

is used in both problem identification and problem resolution. This process for educational management is also called a system approach.

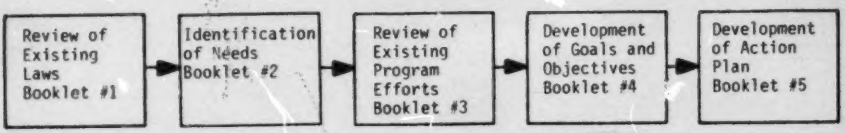
This systems model can be applied to providing vocational education for handicapped students. Most local school districts already are providing vocational education for some handicapped students and therefore have established programs. When analyzing present programming and assessing further needs the planning process should include:

* Review existing laws and regulations to determine present level of basic compliance.
* Identify the handicapped population and assess student and other needs in terms of vocational education.
* Analyze present vocational education programs and services in terms of ability to serve handicapped students.
* Develop goals and objectives based upon needs.
* Specify responsibilities of all groups that should be providing vocational education and supportive services for handicapped students.
* Develop a time line for the program.
* Implement the prescription.
* Evaluate the prescription.
* Modify the prescription and continue with a plan of action.

Earlier booklets in this self-help series have focused upon major sections of this systems approach including:

1. Reviewing the laws and regulations,
2. Identifying needs,
3. Reviewing existing programs, and
4. Developing district goals and objectives.

This booklet will focus upon those activities more directly related to developing the action plan. A graphic representation of the interrelationships of these steps is offered below:


Review of Existing Laws Booklet #1
Identification of Needs Booklet #2
Review of Existing Program Efforts Booklet #3
Development of Goals and Objectives Booklet #4
Development of Action Plan Booklet #5

MODELS FOR COOPERATIVE ACTION PLANS

Cooperative planning among special educators and vocational educators is both appropriate and necessary if vocational education is going to serve the needs of handicapped students. Listed below are a few examples of the manner in which such a cooperative effort may be undertaken.

Cooperative Instructional Development

One model for such cooperative development has recently been developed at Central Michigan University through the Departments of Special Education and Industrial Education and Technology. The planning model emphasized the importance of the special role and contributions which can be made by special educators, vocational educators, and advisory personnel. Special educators are seen as contributing information on: 1) target population identification, 2) target population assessment and 3) identifying special education needs of the handicapped child. The expertise of vocational educators includes: 1) manpower study and analysis, 2) occupational analysis, 3) cluster occupations, 4) task identification and 5) cluster and subcluster commonality analysis (see page 6).

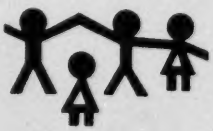
All of these cooperative efforts are directed toward instructional task modules composed of: 1) behavioral task knowledge and skills, 2) task-related competencies, 3) instructional methods, 4) instructional materials, 5) language of the task, 6) quantitative concepts and 7) other suggestions. This cooperative planning in turn leads to the development of educational products which include program guides and special/vocational educator's handbooks.

During the program planning and development phase the cooperating teacher is involved in identifying and assessing the educational needs of individual handicapped students. Specific information is gathered which will assist the teacher in determining the student's potential for occupational and educational development. Once the student is placed in an occupational cluster or subcluster program, teachers begin the actual process of cooperatively teaching. A series of instructional units is chosen or developed for each child. Each instructional unit is based upon the job tasks previously identified (see graphic, next page).

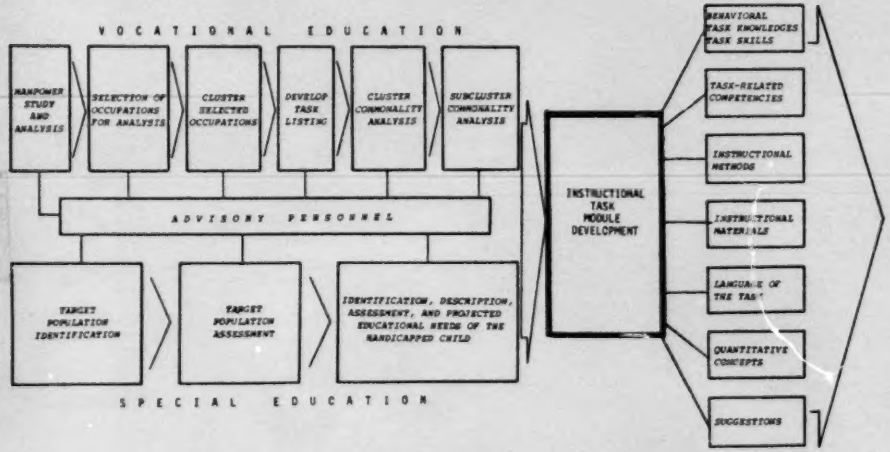
Multi-Level Cooperative Development

The American Institutes for Research through a grant from the Bureau of Occupational and Adult Education has proposed a multi-level approach to cooperative planning. The Institutes identified four levels of action planning; each is listed below.

To begin with, school districts likely have a well-established vocational advisory committee. This group includes representative leaders in the



PROGRAM PLANNING AND DEVELOPMENT



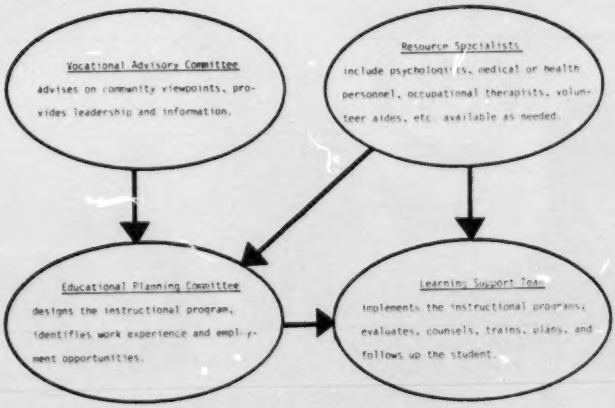
EDUCATIONAL PRODUCTS

business, industry, civic, and agricultural areas, together with parent(s), educator(s), school administrator(s), and, hopefully, a spokesperson for the handicapped. The advisory committee is an excellent source of information; they can sense the pulse of the community and suggest where the school's vocational emphasis should be put if the transition from school to community is to be a smooth one. This group is a valuable one in attracting a wide base of community support, particularly in setting a receptive climate for handicapped students in the job market.

At a second level, an educational planning committee should be concerned with the actual curriculum development. In order to provide meaningful programs for the handicapped, the composition of this group should definitely include vocational educator(s), a school administrator, a special educator, a work experience or work study coordinator, and may benefit from representation from employers, rehabilitation counselors, or others who will later have occasion to directly interact with the student.

The last cooperative group is the learning support team. Its members are those persons whose work responsibilities are, through direct contact, aimed at helping the student to increase his or her employment potential. All three of the terms used to label this group have important meaning. "Learning" (as opposed to instruction) shows that the emphasis is on student development. "Support" acknowledges that the relationships are collaborative and helpful in nature. "Team" implies concerted effort in a common direction. Typically, the membership of this group is similar to the planning committee, though the school administrator may not be involved on a regular basis. In a nutshell, the learning support team is where the action is and where the rewards are.

Here's a diagram which illustrates the interrelationships and continuity of these three groups. Notice that something has been added...a pool of resource specialists. Although not customarily meeting with any of the three coordinating groups, a nucleus of persons in the school and community can typically be turned to for help in particular stages of the program implementation.


Vocational Advisory Committee
advises on community viewpoints, provides leadership and information.
Resource Specialists
include psychologists, medical or health personnel, occupational therapists, volunteer aides, etc. available as needed.
Educational Planning Committee
designs the instructional program, identifies work experience and employment opportunities.
Learning Support Team
implements the instructional programs; evaluates, counsels, trains, plans, and follows up the student.

Individual Student Modification Process

A planning model for modifying vocational instruction to meet the special needs of individual handicapped students has been proposed by Lloyd Tindall at the Wisconsin Vocational Studies Center located at the University of Wisconsin--Madison.

The first phase of this modification process is to obtain a "profile" of the student based upon academic performance, independent living, vocational interests and aptitudes and job requirements. This information is then evaluated and a prescription and modification process is developed. The modification process includes identifying the tasks, sequence, activities, teaching techniques, materials, management procedures and assessment procedures which will be utilized. An implementation and evaluation phase is designed to recycle information with the individual plan based upon the results of vocational pursuits of the students (see graphic, next page).

Advisory Council Model

The use of the local advisory council in vocational education to assist the local district with vocational education programming improvements for handicapped students has been outlined in detail by the Council for Exceptional Children (see Davis and Ward, 1978).

Among the possible duties which may be undertaken in support of the vocational education by the council for the handicapped are the following:

* Develop and maintain appropriate community relations, including community acceptance of all aspects of vocational education programming for handicapped students.

* Suggest and support needed local, state, and national action to assure adequate programs for handicapped students.

* Inform program staff of the specific concerns of handicapped individuals and their advocates.

* Inform program staff of new developments in vocational rehabilitation, including:
  changes in the labor market that may affect employment of handicapped individuals.
  new developments in vocational assessment, counseling techniques, or curriculum design.
  changes in governmental policies on local, state, and national levels that may affect handicapped individuals.
  new developments in adaptive equipment/devices that can assist handicapped individuals in achieving daily living skills and vocational competencies.

* Suggest ways for improving dissemination of program information.

* Speak on behalf of community leaders in suggesting new or modified curricula.

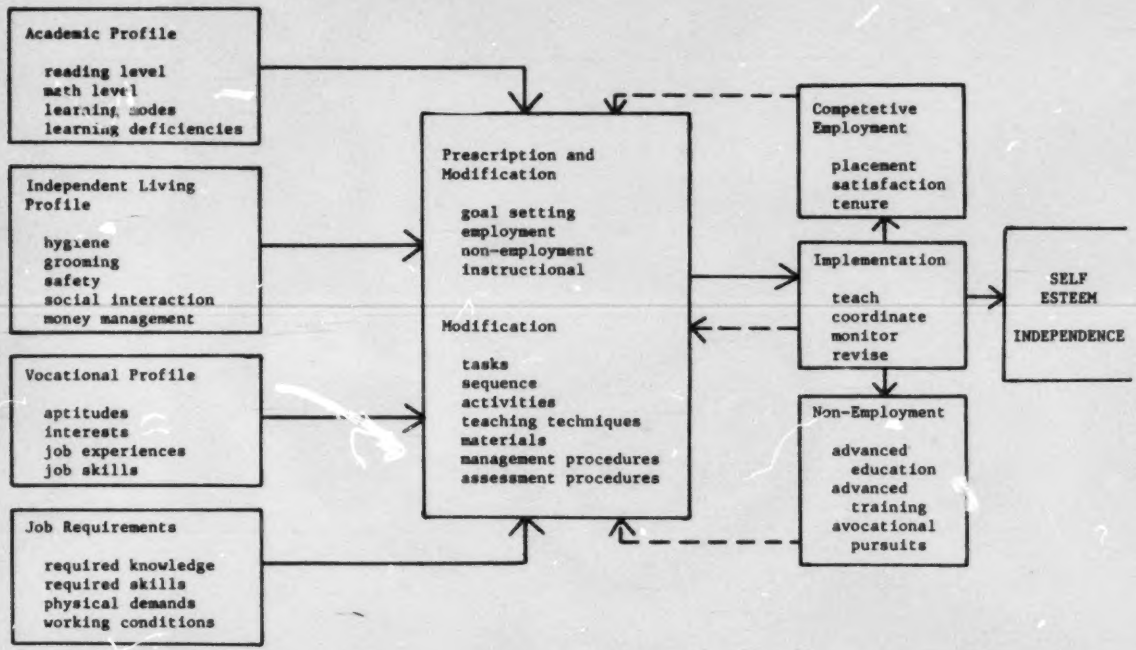
* Conduct community surveys.

* Provide instructional help through resource speakers and opportunities information.

MODIFICATION PROCESS MODEL

FOR THE

VOCATIONAL EDUCATION OF HANDICAPPED STUDENTS



Wisconsin Vocational Studies Center
University of Wisconsin-Madison

* Establish standards for planning vocational facilities and for selecting equipment and instructional materials.

* Assist in determining criteria for evaluating student performance in various aspects of program.

* Help develop secondary work experience and/or cooperative vocational education programs for handicapped students.

* Assist in finding placement opportunities for students.

* Assist in long term program planning/evaluation.

* Provide accountability data for services provided, including placement and followup services.

* Review, approve, and support proposals for state and federal funding.

* Suggest new programs and support the administration in presentations to school board.

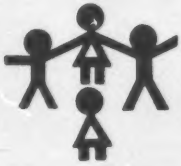
The use of the advisory council model enables a school district to tap into the existing structure and utilize a more traditional district wide approach. A visual graphic of that process has been illustrated in a series of booklets proposed by the Northwestern Curriculum Management Center of the Washington State Commission for Vocational Education. These booklets have also been reproduced by Alaska Department of Education and are available through the Division of Vocational and Career Education (see graphic).

A Model For Vocational Curriculum Development
1. Developing Advisory Committees
2. Determining Needs
3. Conducting Occupational & Task Analyses
4. Developing Learning Experiences
5. Developing Performance Objectives
6. Reviewing & Completing Curriculum Materials Prior To Field Testing
7. Conducting Field Testing & Evaluation
8. Revising Curriculum & Materials As Necessary
9. Implementing Curriculum

OTHER STRATEGIES FOR DEVELOPING ACTION PLANS

The preceding district models are comprehensive and involved many individuals. Here are a few other ways which one or more plans might get developed.

* A specialist from within the district or outside could be hired to write the plan and then solicit feedback from others for modification and adoption.
* The "borrowing" of an existing action plan from elsewhere could be utilized and modified to fit local conditions.
* Each school or classroom teacher could design his/her own action plans to form a "decentralized plan of action".
* A regional plan could be developed among several school districts in the same geographical area with areas of specialization of services specified.
* An intensive short-term planning process could be used to design an action plan.
* An academic planning or educational course connected with an institution of higher education could be designed and locally delivered to focus professional participation into designing a plan of action as part of the course objectives.
* A "pilot" action plan could be tested for a short term of one year or less based upon the possible and feasible aspects of a larger plan extending over several years.
* A grant application could be developed around meeting the vocational needs of handicapped students to serve as a stimulus for a plan of action regardless of whether or not it is actually funded.
* The computer mail access system available to all Alaskan school districts could be used to solicit advice from other districts, review their plans and seek additional information available from throughout the State.
* The strategy of not doing anything or of postponing development of action plans could be taken provided the school district and personnel are willing to suffer the accompanying consequences of such action.



ACTION LEVELS FOR COMPLIANCE WITH P.L. 94-142 IN VOCATIONAL EDUCATION[1]

TOPIC	CENTRAL ADMINISTRATION	BUILDING LEVEL	COURSE OR PROGRAM LEVEL
Policies and Procedures	Establish policies and procedures for compliance with P.L. 94-142.	Implement district and area policies and procedures.	Support all district and area policies and procedures.
Information	Disseminate information in an appropriate and timely fashion.	Actively seek information. Coordinate information sources with those needing information.	Actively seek information. Apply information to individual teaching situations.
Attitude/Needs Assessment	Encourage and facilitate staff needs assessment including an assessment of attitudes.	Administer attitudes/needs assessments in all schools. Apply findings to school programs.	Participate in attitudes/needs assessment. Apply findings to vocational programs.
Student Vocational Assessment	Provide vocational assessment services for all handicapped students. Provide vocational assessment services for screening and placement purposes.	Assist SE and VE teachers in using services and applying assessment data to individual student situations.	Apply results of VAC screening to individualizing vocational education placement and instruction.
Student Identification	Establish policies and procedures for student identification.	Form screening committee. Actively seek "unidentified" students and refer for screening and evaluation.	Actively seek "unidentified" students.
IEP Process	Prepare and recommend IEP procedures.	Form IEP committee. Comply with all requirements of the IEP process.	Participate in the IEP process. Implement the IEP.

[1] Adapted from: Rumble, R. Guidelines for Increasing the Enrollment of Handicapped Learners in Vocational Cluster Programs in the Portland Public Schools, Portland, Oregon, Portland Public Schools, 1978, p. 1.

ACTION LEVELS FOR COMPLIANCE WITH P.L. 94-142 IN VOCATIONAL EDUCATION
continued

TOPIC	CENTRAL ADMINISTRATION	BUILDING LEVEL	COURSE OR PROGRAM LEVEL
Staff Development	Provide inservice offerings. Support requests for staff development projects.	Encourage participation in inservice programs. Identify needs, and support requests for staff development.	Participate in inservice and other staff development programs.
Staffing	Hire and assign appropriate staff.	Identify staffing needs. Work with district and area personnel to hire appropriate staff.	Communicate needs for additional staff, including aides to appropriate administrators.
Architectural/ Equipment Barriers	Survey school buildings to identify architectural barriers. Prepare plans to bring buildings into compliance.	Cooperate with Central and Area personnel in identifying and removing architechtural barriers. Assist teachers in identifying and reducing equipment barriers.	Identify barrier conditions in classrooms, laboratories, and shop facilities. Identify needs for modified equipment.
Cooperation	Demonstrate cooperative leadership. Explore possibilities for cooperative projects.	Encourage interdisciplinary planning and instruction. Schedule mutual planning or conference time for VE and SE instructors.	Involve VE and SE instructors in planning and instruction. Explore a variety of instructional formats, time frames, and instructional methodologies for handicapped.
Planning	Request annual plans for vocational and special education programs.	Facilitate the planning of vocational and special educators. Include program plans as part of the teacher evaluation process.	Complete and update annually a five-year vocational education program plan. Review handicapped issues as part of the annual plan. Consult special educators regarding planning.

SPECIAL CONTRIBUTIONS

Any planning model must by its very nature reflect a variety of local conditions and situations. However, consider the following ways in which special education, vocational education and vocational rehabilitation can contribute in a cooperative effort to meet the vocational education needs of handicapped students.

Special Education

The following are examples of special education services that can be provided to help handicapped students become well adjusted and suitably employed:

* Career awareness activities directed toward making handicapped students aware of themselves and/or careers in the world of work.

* Career exploration activities in which handicapped students begin to sample and engage in experiences related to specific careers.

* Prevocational activities to provide handicapped students "hands-on" experiences in the development of basic occupational skills.

* Basic academic skill development activities to provide handicapped students with adaptability skills needed for socioeconomic integration into society.

* Auxiliary aids, reader services for the blind, interpreters for the deaf, and the like.

* Job seeking, job getting, and job holding skill development activities that would give a student the opportunity to develop and practice skills in real and/or simulated situations.

* Staff development activities that provide vocational education and special education teachers with special competencies for preparing handicapped students to enter the world of work.

* Career and vocational training for handicapped students, including special training needed to augment the vocational education being provided.

* Work study programs.

Vocational Education

Vocational education services that can be provided to handicapped persons are:

* Vocational education and specific job preparation provided in school for occupations that require less than a baccalaureate degree. (Such training can be provided in high schools, area vocational schools, or post-secondary institutions such as community colleges.)

* Industrial arts education and consumer and homemaking education, if the State Board includes these programs in their state plan.

* Cooperative vocational education in which cooperative arrangements between schools and employers are established to provide students with both vocational and academic instruction through part-time employment.

* Placement services for students who have successfully completed vocational education programs.

* Vocational guidance and counseling services while in school.

* Followup services for students who have completed or left vocational education programs.

* Curriculum development and modification activities required to enable the handicapped student to participate in "regular" vocational education programs with non-handicapped students.

* Modification of vocational education equipment to enable handicapped students to develop skills that would lead to gainful employment.

Vocational Rehabilitation

Examples of vocational rehabilitation services that can be provided include:

* Diagnostic evaluations to determine eligibility for rehabilitation services.

* Evaluation of rehabilitation potential, including screening and classification for specific services to be provided.

* Counseling and guidance, including personal adjustment counseling to maintain a counseling relationship throughout a handicapped individual's program of service and referrals to secure services from other agencies.

* Physical and mental restoration services.

* Vocational training and other training services of a prevocational, personal, and vocational adjustment nature, including work experience, books, tools, and other materials related to training.

* Maintenance, not exceeding the estimated cost of subsistence, necessary to derive full benefits from other vocational rehabilitation services.

* Transportation in connection with the rendering of any vocational rehabilitation services.

* Services to members of a handicapped individual's family when such services are necessary to the adjustment or rehabilitation of the client.

* Telecommunications, sensory, and other technological aids and devices.

* Recruitment and training services to provide new employment opportunities in the fields of rehabilitation, health, welfare, public safety,

law enforcement, and other appropriate public service employment.

* Placement in suitable employment.

* Postemployment and "follow along" services necessary to help handicapped individuals maintain their employment.

* Occupational licenses, tools, equipment, initial stocks (including livestock), and supplies.

* Other goods and services that can reasonably be expected to benefit a handicapped individual in terms of employability.

SPECIAL ROLE RESPONSIBILITIES[2]

The success of developing vocational education programs in meeting the needs of handicapped students requires the cooperation and support of various key individuals and groups. Here are some examples of how significant contributions can be made by school principals and teachers.

School Principal

The school principal has the primary responsibility for providing educational programs to handicapped children. The primary role of the principal in this area is to ensure the effective and complete provision of necessary and appropriate services to handicapped children in the school. Specific responsibilities are to:

* Coordinate and administer special vocational education services in the school.

* Supervise educational personnel serving handicapped children in the school.

* Designate and implement educational programs for handicapped children in the school, in accordance with approved policies, procedures, and guidelines of the district and of the State Department of Education.

* Promote attitudes of school personnel and parents that encourage the acceptance and inclusion of handicapped children in regular classes and interaction with other students.

[2] Source: Much of this material was abstracted from A Planning Guide for the Development and Implementation of Full Services for All Handicapped Children, Washington, D.C. National Association of State Directors of Special Education, 1976, pp. 19-20.

* Receive referrals of students with suspected handicapping conditions from teachers, parents, and others.

* Arrange for appropriate evaluation for those students recommended for evaluation as a result of a screening procedure.

* Supervise the maintenance of child records at the school level and protect the confidentiality of these records.

* Receive teacher requests for assistance and provide or arrange for specialized assistance.

* Implement due process procedures.

* Plan for special education programs in the school and make budget recomendations to the superintendent.

* Participate in the district plan for special vocational education services.

* Welcome handicapped students who are new to the school.

* Communicate warmth and respect for the handicapped.

* _____
(Add your own thoughts)

* _____

* _____

Teachers

Teachers who serve handicapped children are the teachers of special classes, resource teachers, itinerant teachers, homebound and hospital teachers, child development specialists, and other teachers with handicapped children in their classrooms. Specific responsibilities of these teachers are to:

* Participate in the referral and evaluation processes, as appropriate.

* Cooperate and participate in the development of individual educational program plans (IEPs).

* Coordinate the development of individual educational plan for each child, including developmental and sequential short-term objectives leading to the achievement of annual goals specified in the placement plan.

* Provide appropriate instruction to handicapped students.

* Request support and assistance from specialized resource personnel as necessary to meet the needs of handicapped children.

* Provide consultation assistance to other educational personnel, as appropriate.

* Monitor student progress and update individual instructional plan.

* Maintain continuous progress report on student acievement of specified objectives.

* Participate in and conduct periodic reviews of student progress.

* Hold and attend regular parental conferences and conduct home visits to students and their parents, as appropriate.

* Participate in annual placement meeting of handicapped students, providing Placement Committee with summary of student achievement in prior placement.

* Welcome handicapped students who are new to the school.

* Communicate warmth and respect for the handicapped .

* Arrange for the introduction of handicapped students to other students with whom they will be associating.

* Deal openly and in a relaxed manner with other students' curiousity about the disability.

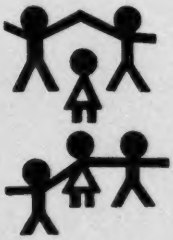
* Serve as an advocate for the handicapped student when necessary.

* _____
(add your own thoughts)

* _____

* _____

* _____



ASPECTS OF SUCCESSFUL ACTION PLANS[3]

There are a number of characteristics of successful in-school vocational education programs for handicapped youth. When appropriate, most of these exemplary programs demonstrate a combination of the following characteristics:

- Greater teacher cooperation
- Inservice programs
- Instructional aides and tutoring
- Individualized instruction and modified curriculum
- Flexible and competency based grading
- Planned work experience
- Careful coordination of special needs students
- Coordination of educational leadership
- Modified equipment and/or facilities (when necessary)

A brief review of each may be in order.

Greater teacher cooperation. The mainstreaming of special needs youth in vocational programs requires that teachers in both fields complement one another in their work with students. Each possesses strengths that, when shared in a spirit of cooperation, can lead to much greater student achievement. Attention must be given to the assignment and scheduling of staff in order to provide common meeting, planning, and instructional time for teachers.

Inservice programs. In order to complement and reinforce the teaching of special needs students, the teachers of differing disciplines must learn from each other. The vocational teacher must learn about the learning and other behavioral problems of handicapped youth, and the special needs teacher must learn more about the general and specific aspects of vocational education. Safety procedures for the proper use of equipment must be clearly understood and practiced. Such experiences can be facilitated through a number of inservice program models. Inservice programs provide an opportunity for teacher training institutions to work cooperatively with public school educators. As has been indicated, colleges and universities are faced with the same problem in that they must begin to prepare educators who are knowledgeable and competent in both disciplines. A cooperative, synergistic venture into pre-service and inservice instruction is necessary.

Instructional aides/tutoring. Special needs youngsters need a variety of in-class support. In some cases, it may be necessary to assign an aide, often a certified instructor, to a student on a one-to-one basis. Here the need for common training and cooperative instruction is apparent. For any support person to work effectively, the person must have an understanding of the course content, and the student's learning needs. Student aides and community volunteers have also been used effectively in a variety of settings.

Individualized instruction/modified curriculum. Public Law 94-142 requires that the instruction of special needs students be individualized in that their current level of achievement will be assessed, their learning needs will be

3 Source: Rumble, R. Mainstreaming the Handicapped in Vocational Education: Literature Review, Portland, Oregon. Portland Public Schools, 1978, pp. 20-25.

diagnosed, and appropriate short term and long term learning objectives will be prepared. Individualized learning activities, learning support materials, equipment and personnel, and in some cases, modified equipment are being increasingly included in special needs instruction. Vocational educators, working in cooperation with special educators, have effectively used combinations of tutoring, flexible grouping, and appropriate use of media to individualize instruction.

Often the unique needs of the student require curriculum modification. Handicapped students are often able to achieve certain vocational competencies but not others. Current thinking suggest that these youth should be able to take part in vocational programs to the extent that their participation might be considered mutally beneficial to themselves and other participants.

Vocational educators have long used a competency based approach to teaching. This kind of system is ideal for the handicapped student, provided that the competency objectives are carefully planned and consistent with the student's abilities. In situations where the vocational teachers are comfortable with competency based education, and where there is a cooperative relationship with special education teachers, the transition to teaching handicapped students should be relatively easy.

Flexible grading. Much as learning objectives may be modified, it is suggested that special needs youngsters need not necessarily be graded against a "class standard" or some kind of normative notion of what their achievement should be. Instead, achievement of special needs students might best be measured in terms of their personal growth. Their evaluation should be a function of the degree to which their personal learning objectives have been reached.

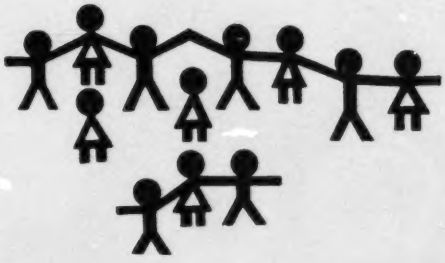
Planned work experience. The same rationales for the participation of regular students in work experience programs apply to the handicapped. Work experience can positively affect all students. It provides a chance for the student to test what he/she has learned, practice skills, and begin to learn the demands of employment. It is a bridge between the academic world and the world of work.

The handicapped may have a unique need for work experience that is not apparent in the total population. Most handicapped youth have not had the breadth of developmental experiences as have their contemporaries. Often their world has been restricted, and their experiences have been quite limited. Work experience provides another meaningful way they can learn and adjust to the new social situations that are typical of those they will face throughout life.

Coordination of special needs students. The scheduling of classes, support services, and the coordination of student movement within and outside the school requires special attention. Most schools that have tried to integrate the handicapped into regular programs have assigned coordination responsibilities to a staff person, often a special education teacher whose students have been mainstreamed. The person works closely with the counselor, who often schedules the students, arranges for all the needed support services such as tutoring, and coordinates student movement.

Coordination of leadership. Meaningful vocational education for the handicapped occur if the professionals isolate themselves. Cooperation and communication at the highest levels of the special education and vocational education administrative hierarchies is essential. The leadership provided by the upper echelon managers will set the tone that will be practiced by teachers in the school buildings. Matters such as funding, staffing, curriculum planning, and instructional support must be addressed in concert if strong interdisciplinary participation is to result. Each group must be sensitive to the program needs of the other, but both must also be willing to work together as they address their common educational concerns.

Modified equipment/facilities. Successful programs, primarily those serving physically or orthopedically handicapped, have to provide adequate equipment, facilities, and access to both. Ramps, hand bars, and sufficiently wide doors may be needed. Sometimes equipment may need to be modified in order to accomodate persons who must operate it from a sitting position. A variety of special tools and measuring devices are available for visually impaired students. It must be remembered that access to and from the school building, restroom, auditorium and cafeteria facilities must be available to all students in newly constructed buildings and in buildings where federally funded remodeling has occurred.



SUGGESTIONS FOR BUILDING LEVEL ACTION[4]

A. Building level planning should:
   1. Maximize teacher input
   2. Be interdisciplinary
   3. Include formal and informal building leadership
   4. Stress an affirmative approach to the mainstreaming issue.
   5. Identify building goals
      a. Student identification
      b. Needed support services
      c. Instructional materials
      d. Staff development needs
   6. Result in a comprehensive statement about how the school will serve handicapped students
      a. Identify persons responsible for goal attainment
      b. Establish timeline for goal attainment
      c. Determine necessary modifications of curriculum and instructional methods
      d. Include procedures for monitoring progress including annual review
      e. Include a plan for staff development
   7. Include Area and District resources and support persons
   8. Be consistent with administrative procedures to address the matter of building level plans.

B. A staff development program should:
   1. Address affective concerns of teachers
      a. Attitudes toward the handicapped
      b. Feelings of adequacy about teaching the handicapped
      c. Teacher liability (particularly in industrial arts areas)
      d. Expectations of teachers
   2. Provide ample information regarding P.L. 94-142 and District, Area, and school policies regarding implementation.
   3. Result in instructional improvements for all students
      a. Instructional methods
         1) Individualization
         2) Instructional options
         3) Cooperative teaching
      b. Curriculum development
      c. Ways to improve use of support personnel
   4. Emphasize teacher practice of new skills and application of concepts in the classroom

C. Teachers and supervisors should mutually plan course goals that would include evaluation of the teachers' effectiveness in teaching all students.

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4 Source: Rumble, R. Guidelines for Increasing the Enrollment of Handicapped Learners in Vocational Cluster Programs in the Portland Public Schools, Portland, Oregon, Portland Public Schools, 1978.

SUGGESTIONS FOR CURRICULUM MODIFICATION AT THE CLASSROOM LEVEL

Planning for curriculum modification by vocational teachers may require an initial assessment of past performance. Meers has recommended that teachers consider the following questions and processes:

1. What have I taught in the past?
2. How satisfied am I with the results?
3. How satisfied were my students with the material presented?
4. How well did the materials meet the needs of individual students?
5. How do I want to change?

Meers has further suggested that the easiest and most logical curriculum modification process is the progressive unit change. By adopting this method, a teacher can change one unit of instruction at a time, test the changes, make alterations, and progress on to another unit. Once the decision has been made to adopt the progressive unit change method and the unit that will be modified has been selected, a learning style analysis can be undertaken.

There are several instruments available for the analysis of learning styles. These instruments generally separate learning styles into four major categories: visualization, written word, listening, and activity.

When students are given one of the analyses, they often indicate two preferred learning styles. In the modification of a unit, attempts should be made to provide a balance of these four areas. This will provide the student with a means whereby he/she can work more effectively in at least two learning-style areas. This change to four learning-style areas is not a complicated nor arduous task as it would initially seem. If the class material is being presented via lecture and textbook assignments only, the addition of slides, transparencies or "hands-on" constructional activities could lend style preferences. The result is that all students can now have additional options open to them from which they can receive educational input.

Another major concern is the reading level of the printed material used in the classroom. There are a number of instruments that measure the readability of printed matter. Typical of these is Farr-Jenkins-Patterson Test of Readability. This instrument is easy to use and requires only minimal time to apply to the material being measured.

The next step is to look very carefully at the unit and explore all the possible weaknesses that are present. Again, questions must be asked to test for these weaknesses. These include the following:

1. Does the unit stand alone?
2. Does the unit have a definite beginning and end?
3. Does the student feel a sense of accomplishment at the conclusion of the unit?
4. Does the unit give a sense of direction?
5. Are evaluation procedures clearly defined?
6. Can the student see the sequence of activities that he/she is required to perform?
7. Are there constraints or circumstances that make successful unit completion difficult or impossible?

5 Source. Meers, G. Introduction to Special Vocational Needs, Lincoln, Nebraska, University of Nebraska--Lincoln, no date.

THREE EXAMPLES OF CURRICULUM MODIFICATION[6]

With regard to curriculum modification, Dahl (1978) has suggested that such modifications should only be done to a minimum. Whenever possible, the regular tools, equipment and materials should be used so as not to "coddle" handicapped students. He has further noted that care must be taken to minimize the attitude that special considerations are always necessary for the handicapped. Three examples of curriculum modification follow.

Curriculum Modification for a Deaf Student: San Mateo (California) County Regional Occupational Program

Prior to a typing class, the instructor prepared a diagram of the numeric part of the keyboard for the student to study at home. During class, the instructor discovered that the student read lips very well and usually had very little trouble using the workbook. After a few weeks, the student became familiar with the keyboard and no longer needed the special diagram.

During lectures and demonstrations the instructor attempted to direct her comments toward the deaf student, but often the student did not understand what had been said and needed clarification. Thereafter, the instructor met individually with the student, and the student asked questions. At times the student could not state the questions clearly because of a speech impairment, so she wrote notes to the teacher to overcome this problem. In addition, the student found it useful to read the instructor's lecture notes and the notes of other students in the class, which they willingly provided for her to read in class or to take home.

The course curriculum was an objective-based, task-oriented curriculum, and it was not altered for the deaf student. The only modifications in the course were the special diagrams and the lecture and demonstration notes made available by the instructor and other students. Within the first week, it was discovered that the services of the special tutor from DVR were not necessary. The student was able to reach her goals faster than had been anticipated by the counselor and instructor. This was due to her high level of motivation and ability to grasp concepts and skills very quickly and to the minor adjustments in the curriculum and mode of presentation to meet her individual needs.

Academic Support Services for a Mildly Mentally Retarded Student: Waukesha (Wisconsin) County Technical Institute

A mildly mentally retarded student, already enrolled in a Math for Auto Mechanics course, was referred to a support instructor by his regular classroom instructor. The support instructor interviewed the student and administered the necessary testing. The test results were discussed with the student, his school counselor, and the regular classroom instructor. Given the capabilities of the student, it was decided that he would continue in the course and also meet with the support in-

6 Abstracted from Dahl, P. et al, Mainstreaming Guidebook for Vocational Educators, Salt Lake City, Utah, Olympus Publishing Company, 1978, pp. 140-147.

structor for additional instruction three sessions per week, on a one-to-one basis.

The standards set for the student were the same competencies expected of all other students in the class. The student was expected to complete the same tasks as other students and to attain a final grade of passing. Instruction was designed to minimize experiencing failure in working toward the required competencies. The student was not singled out from other students by grades, course content, or setting.

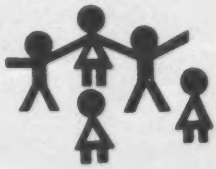
Curriculum Modification for a Mildly Mentally Retarded Student:
San Jose (California) Regional Vocational Center

A mildly mentally retarded student wished to enroll in the Food Services Program. To accommodate the student, Food Services staff and a counselor at the center reviewed the records of the student and met with the student's parents to discuss appropriate goals, given the capabilities of the student. Food Services staff then selected from a master list those competencies that would qualify the student to work as a Preparation Cook.

The standards set for the student on the competencies selected for her were the same as for any other student. The instructor was careful to arrange instruction to maximize the likelihood that she would experience success in working toward those competencies. For example, when giving demonstrations the instructor proceeded at a pace appropriate to the retarded student's rate of learning. The instructor felt this was not only worthwhile in helping the retarded student grasp the steps involved but also advantageous for the other students, allowing them time to think more carefully about what was going on than they might have if the demonstration were conducted more rapidly. Following this procedure did not require that the retarded student be singled out in any way and did not disrupt instruction of the other students.

Another technique the instructor followed was to assign students to work in teams. He always used this approach when a difficult activity was undertaken. By pairing the handicapped student with a nonhandicapped student, the likelihood of success was increased, and the retarded student was able to learn from the performance of the other student while experiencing success in having helped to produce a satisfactory product. This had the additional benefit of helping the handicapped and nonhandicapped students to learn to work together and to understand one another.

Note: The above examples were for mildly handicapped students. The largest proportion of handicaps are mild in nature. However, moderately and severely handicapped students will require more extensive curriculum modification.



TIPS AND TECHNIQUES TO USE WITH THE MENTALLY RETARDED [7]

Instruction for the mildly retarded should be:

1. Organized. Look over your instructional plan. Steps of instructions should be logical and clearly follow each other. Later instruction should be based on materials already learned.

2. Specific. The student needs to know exactly what she or he must do. She or he may not be able to see obvious connections unless they are pointed out.

3. Visual. Whenever possible, demonstrate what must be done. Use films, slides, drawings, and simple charts and diagrams.

4. Spaced in small steps. Instruction should be presented in small increments with time for practice.

5. Repeated and checked. Instruction should be repeated at spaced intervals. Check often to see if the student can demonstrate that she or he understands.

6. Overtaught. Allow time for the student to practice each skill even after he or she appears to have mastered it. Check periodically to see if the student remembers important operations, and encourage him or her to practice them.

7. Reinforced. Praise the student for work accomplished, no matter how small the task. Make it clear that new assignments are the result of satisfactory performance. "You've done a good job of soldering these wires. How would you like to begin soldering resistors to terminals?"

Also, a few basic techniques for communicating with the mentally retarded are:

1. Talk with the student on a person-to-person level, as you would with anyone else. Only try to be more specific, more precise, and crystal clear. Don't "talk down" to the student as though she or he were a small child.

2. Speak in concrete terms, not abstractions. If, for example, you want the student to put a tool away, show exactly where "away" is.

3. Demonstrate what you want the student to do; don't just tell him/her.

4. Ask a question now and then to be sure that the student is keeping up with you.

5. Take your time, don't rush, and be sure the student understands.

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7 Source: Dahl, P. et al, Mainstreaming Guidebook for Vocational Educators, Salt Lake City, Utah, Olympus Publishing Company, 1978, pp. 154-155.

KNOWING YOURSELF AS A TEACHER [8]

Another important aspect of working with handicapped students in vocational education is to ask a few questions of yourself. Consider the following questions as a starting point.

A. Do you usually modify your regular class procedures to accomodate individual differences? If not, why not? If so, what modifications do you make?

B. Are you worried about the prospect of having a handicapped student in your classroom? If so, what concerns you the most? Discuss your main concerns.

C. What underlying reason(s) are there for these feelings and concerns? What might be done to modify the situation?

D. When dealing with the handicapped student, how will you check yourself to be sure your feelings don't cause any inappropriate reaction (pity, condescension, rejection, etc.), but rather that your actions create a favorable learning environment?

E. What are the greatest strengths you have as an instructor that will be important to the handicapped student?

[8] Source: Weisgerber, R. Mainstreaming the Handicapped in Vocational Education: Developing a Plan for Action. Palo Alto, California, American Institutes for Research, 1977, p. 2.

SOME PROGRAM EXAMPLES

Successful models of vocational/special education cooperation in serving the handicapped are abundant throughout the country. Examples can be found from any number of resource centers including: the National Center for Research in Vocational Education at the Ohio State University; the Illinois Network of Exemplary Occupational Education Programs for Handicapped and Disadvantaged Students at Illinois State University; the Wisconsin Vocation Studies Center at University of Wisconsin, Madison; the ERIC Clearinghouse on Handicapped and Gifted Children administered by the Council for Exceptional Children; the Northwest Regional Resource Center in Eugene, Oregon; the National Information Center for Special Education Materials at the University of South California; the San Mateo County Educational Resources Center (SMERC) in San Mateo County, California; and the National Diffusion Network in Washington, D. C.

Special Alaskan Department of Education resources which may provide useful information include: Alaska Talent Information and Promising Practices (ATIPS), Ak. State Facilitator Project; the Electronic Mail System (EMS); and Vocational and Special Education. Regional Resource Centers, institutions of higher education in Alaska, and private non-profit organizations, such as The Northern Institute, are also informational sources worth consulting.

Listed below are a few examples of vocational education programs attempting to serve the handicapped.

TIPS

The TIPS program (To Improve the Probability of Success) is designed to help students achieve these goals. There are three main ways in which TIPS serves the handicapped and disadvantaged student. First, TIPS helps the students improve basic skills such as reading, writing, math, and study skills. Second, students receive assistance in mastery of academic problems. Third, the students receive encouragement in the acquisition of social skills. In order to provide additional assistance to individual students, Herrin has enlisted the help of a group of para-professionals called MENTORS. Mentors are tutors, confidants, and occasionally, advocates of students. The results of the mentors can be seen in students through improved attitudes toward teachers, improved class attendance, decreased tardiness, increased classroom participation, better study skills, reduced drop out rates, and improved grades. Evaluation methods are available at Herrin to assist in the collection of such data. For information, contact:

Lelia Marvin
700 N. Tenth Street
Herrin, Illinois 62948

Project SERVE

Project SERVE, a model program in White Bear Lake, Minnesota, integrates 600 handicapped students with every kind of disability in a secondary and post-secondary Vocational-Technical Center. The program grew out of a cooperative effort of administrators of Special Education, Vocational Education and Vocational Rehabilitation, and offers both secondary and post-secondary education. Evaluation includes several weeks of training and hands-on exploration in specific skill areas, with the help of special education and vocational teachers. This provides a

good basis on which to decide what a student likes best---and where he will succeed. The program provides a range of supports and flexible arrangements---depending on individual needs. Special teachers called "Supplemental Resource Instructors" assist in modifying teaching approaches, for instance, by providing manuals in easy-to-read English, using audio/visual equipment for reading assignments and giving oral tests. They also advise on adaptations of work stations, benches, chairs and equipment; assist in modifying courses so that students can reach their own skill level and obtain employment; give intensive extra instruction as needed. In addition, a Learning Resource Center builds skills in job survival, helps with job placement and offers intensive, individualized teaching to students who are not able to make progress in mainstream classrooms. For information contact: Special Intermediate School District 916, 3300 Century Avenue North, White Bear Lake, MN 55110.

SCOPE

The purpose of the total occupational program at Springfield is to serve the needs, interest, and abilities of students. In order to accomplish this objective, Springfield has developed a process approach to serving the needs of handicapped and disadvantaged students. Process manuals have been prepared in the following areas: Identification, Inservice, Sequential Programming, Student Assessment, Community Resources, Student Awareness, and others. Emphasis has been given to sequential programming for handicapped and disadvantaged students. This career planning guide has been entitled SCOPE (Suggested Career Occupational Program Electives). Following student assessment, the couselors guide students through a series of career information activities designed to assist with the scheduling of sequential classes. A unique aspect of the Springfield program is the use of Educable Mentally Handicapped High School students as tutors for non-handicapped elementary school students. The cross-age tutoring program includes a nine week orientation workshop prior to the actual tutoring sessions. Data is available which indicates student achievement increased. For information contact: Dick Rakers, 444 West Reynolds, Springfield, IL 62702.

Survival-Subsistence Skills

The Survival-Subsistence Skills Program in conducted by the Lower Kuskokwim School District in Bethel, Alaska. It is designed to provide older handicapped students who reside in the villages with an opportunity to learn more sophisticated (but necessary) in-village survival skills. The program primarily limits itself to the more severely involved, those who are often not taught those skills by family or other village residents. The expected student outcomes include:

* Developing basic subsistence and personal survival skills to become independent as a functional member of the village milieu

* Developing subsistence skills which can translate into "cash earning" skills: trapping, tanning, sled building, etc.

The emphasis is upon building skills in trapping, tanning, snow machine repair, sled building, and outdoor survival. For information contact: Joseph S. Caldarera, Director of Special Education, Lower Kuskokwim School District, Box 305, Bethel, AK 99559.

GUIDELINES FOR PLANNING [9]

The following guidelines are presented as a summary of the key points to consider in planning vocational programs for disadvantaged and handicapped students. The guidelines cover program planning, teaching practices in various areas, and practices to avoid in the classroom.

Program Planning

* Train for the acquisition of basic employability characteristics.
* Provide academic teachers with information about the needs in academic skills as they relate to a specific vocational training area.
* Train at a level of competency which matches the youth's potential.
* Train in an area where the student can master a skill which is salable.
* Where possible, combine training in the school with on-the-job training.
* Be prepared to provide for shorter instructional periods and for longer total time for course completion.
* Be prepared to repeat segments of instruction.
* Make provision for individualized instruction.
* Utilize demonstration lessons and manipulative endeavors.
* Provide for frequent reinforcements of student's progress in learning situations.
* Make certain to treat all aspects of a learning situation; never take for granted the occurrence of incidental learning.
* Place great emphasis upon safety procedures and caution in the use of tools and equipment.
* Ensure an emotionally stable and predictable training environment.
* Make copious use of the prevocational evaluation and the vocational counselor's support.
* Enlist the aid of parents, community members, workers, and agencies.

Teaching Practices

* Seek student participation in planning the learning activities.

9 Source: Altfest, M. Vocational Education for Students with Special Needs: A Teacher's Handbook, Fort Collins, Colorado, Colorado State University, 1975, pp. 48-50.

* Encourage students to seek additional knowledge by asking relevant questions.

* Find out what the student knows and begin with this in further teaching.

* Keep in mind that daily assignments involving specific, meaningful tasks are the most effective.

* Utilize manual activities.

* Provide more frequent evaluations of student progress and more remedial work.

* Utilize teaching aids.

* Attempt to discover the areas of special interest of the individual student and utilize these as an incentive for learning.

* Assign students to the jobs that they want to work on.

* Assign a minimum of book work.

* Keep in mind that student goals are to be considered in the long range planning of the course.

* Get involved with the student.

* Utilize teaching methods that require demonstrations.

* Make use of mini-course teaching.

* Maintain a structured classroom situation in which the student can function.

* Show students the purpose of each assignment and relate assignments to things that are important to them.

* Relate instruction to students' lives and cultures when possible.

* Plan repetition for reinforcement.

* Use a variety of methods to prevent boredom and facilitate learning.

* Capitalize on getting students to give you their ideas and encourage participation at all times.

* Keep presenting the information in small steps, and be sure that the student has achieved an acceptable degree of success before moving on to the next step.

* Always acknowledge all student responses whether correct or incorrect. Be careful not to use comments that "put down" the student, such as "How could you say that?"

* Provide feedback that is immediate and specific to the student's response.

* Allow the student to proceed in a self-paced manner.

* Return all assignments promptly and communicate something on each assignment as a personal message to the student such as praise or encouragement, etc.

* Offer as much work or laboratory related experiences as possible.

* Use guest speakers and people that the student can relate to as "motivators" or "models" to emulate.

Instructional Materials

* Provide reading material with vocabulary, sentence structure and content suited to the student's age, reading level, interests, and experiences.

* Provide a core of material within the program that reflects the needs of industry.

* Prepare instructional materials in short units of work.

* Be aware that some students may not readily see relative generalizations or meanings and plan instructional materials accordingly.

* Utilize real visual objects and other concrete and lifelike teaching aids whenever practical in the instructional program.

* Allow students to use tape recorders, radio, television, calculators, etc.

Discipline

* Seek student participation in establishing desirable standards of conduct.

* Set up a minimum number of ground rules and guidelines which will clearly define behavioral limits and penalties for violation. Adhere to these principles and rules.

Employment

* Consider job placement in the community as a factor in motivating the student.

* Provide realistic examples of job placements in various occupational areas.

* Have people from industry come in and relate actual experiences.

* Arrange field trips into the business and industrial community to give youngsters a chance to see work areas.

* Encourage students to personally interview employees concerning job duties, feelings, and strengths and weaknesses of the job.

Teacher Attitude

* Accumulate and analyze all available information relating to the student.

* Be patient and encouraging in word and manner.

* Maintain an awareness of the importance of eye-contact and body language which might underscore what you are saying.

* View each student as an individual and make an effort to understand personal problems.

* Work at building respect between student and teacher. Talk at a level which the students can understand.

* Use language that the student can understand and use in self-expression.

* Restrict yourself to constructive criticism.

* Tell the students, in detail, exactly what is expected of them and how they will be able to meet these responsibilities.

* Treat all efforts with respect.

* Pay attention to the slow students or those who cannot keep up.

* Commend all students for good work, giving praise and encouragement and showing real interest in accomplishments and progress.

* Encourage student initiative, originality, and independence.

* Encourage appreciation for the abilities of other individuals.

* Encourage divergent thinking.

* Promote a realization of self-worth.

* Be alert for any opportunity to praise the student.

* Encourage students to express their own opinions.

* Provide a success oriented program. Strive to maintain learning situations in which students will succeed and experience personal satisfaction.

* Keep the student aware of progress at all times and provide reasons to succeed.

TYPES OF SERVICES THAT MAY BE FUNDED WITH VOCATIONAL EDUCATION SET-ASIDE FUNDS[10]

The requirements mandated by various federal laws and regulations (see Self Help Booklet #1) have also brought additional financial support to school districts for use in vocational education in a variety of differing ways to serve the handicapped student. Listed below are a few examples of how these funds have been used in the past.

Advisory/coordinating committees - required to help formulate programs, to act as liaison between school and community and to support legislation. Allowable costs include:
* formation and servicing of the Advisory Committee for the handicapped.
* formation of and participation in state and local coordinating committees, including clerical help, travel expenses, and salaries of faculty members who attend meetings.

Survey/evaluations - conducted by staff members or under contract, including:
* identification of handicapped population and the geographical areas in which it is concentrated.
* assessment of effectiveness of methods, materials, equipment and techniques used in providing vocational education programs for handicapped and the extent to which they provide vocational education.

Recruitment/promotional activities - designed to reach handicapped persons and potential employers and to develop community participation and support, including:
* advertising through newspapers, television and radio.
* announcements through posters, flyers, brochures and other visual media.
* speaking engagements with community groups, including local chapters of social welfare organizations.

Identification of handicapped - needed to identify and classify specific problems of individual students, including:
* counseling services for students and/or their families (pay for time over regular duties can be provided).
* preparation of diagnostic and evaluation tools.
* education testing to determine academic level, interest and abilities.
* vocational or work evaluation.

Staff development - required to prepare teachers to work with handicapped students, including:
* teacher training programs (both preservice and inservice).
* travel costs and salaries of faculty members who attend seminars, conferences, workshops and special institutes.

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[10]Source: Davis, S. and M. Ward, Vocational Education of Handicapped Students: A Guide for Policy Development, Reston, Virginia, Council for Exceptional Children, 1978, pp. 75-77.

Modifications of schedules - needed to provide additional time for faculty to assist students identified as handicapped. Additional faculty time and related expenses may be required when any of the following situations exist:

* extension of school day, week or year.
* addition of another semester.
* instruction on an individual basis.
* flexible scheduling of students to permit entry into and exit from programs as appropriate with progress.

Modifications of curriculum - required to enable individual students to continue in regular vocational education program by helping them compensate for their handicaps, including:

* allocation of additional time to develop skill.
* specially designed workbooks or textbooks.
* analysis of tasks within occupations to identify possible modification of instruction, equipment or methods.

Development of curriculum - required to provide students with a specially designed program to suit their individual needs, including:

* research, experimental and demonstration projects.
* contracts with consultants, specialists or teachers.
* salaries of teaching staff and curriculum specialists.
* individualized learning packages.
* orientation programs to develop social skills and attitudes and consumer education.
* orientation programs to observe various occupations.
* special supplies and instructional materials.

Modification of equipment - includes:

For the visually handicapped:

* instruction in Braille.
* large print materials
* signals keyed to hearing rather than to sight.
* special safety devices, such as guardrails around moving parts of a machine.

For the deaf and hard of hearing:

* printed rather than verbal instructions.
* signals keyed to sight rather than to hearing.
* sound amplification devices.

For the orthopedically handicapped:

* adaptations of regular equipment, such as hand controls added to machines usually operated by foot controls.
* special desks and work tables for students in wheelchairs.
* ramps for those who cannot use stairs.

For the mentally retarded:

* simplified equipment.
* simplified instruction guides and manuals.

For those with cardiac and other physical impairments:

* additional facilities for restrooms.
* handrails in washrooms and in corridors.

Supplemental educational services - designed to assist students in regular or special vocational programs, including:

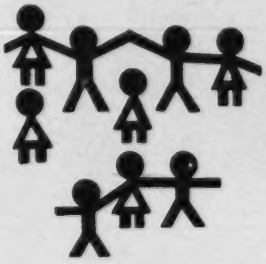
* psychological services to test, diagnose, and evaluate emotional and mental problems.
* guidance and counseling services, including referral and followup services.
* job placement services, including job finding and employment followup.
* tutorial services.
* transportation services in addition to those provided regular students.
* family counseling services related to the vocational program of the student.
* special services for the handicapped, such as reader services for the visually handicapped, interpreter services for the deaf, and guide services for the physically handicapped.

Facilities - required for reaching and teaching handicapped students, including:

* purchase/rental and operation of mobile units to serve as classrooms, diagnostic centers, or counseling and guidance units.
* rental of non-public space to serve as classrooms in locations more accessible to students.
* contracts with private nonprofit schools that can provide programs and services not available in public schools.

Cooperation with business community - required to enlist support for goals of vocational education for handicapped individuals through job offers, teacher training, and upgrading of skills. The following costs are allowable:

* additional staff to coordinate, supervise, and guide work experience or work study programs.
* arrangements for summer jobs in private business firms for teachers to upgrade their knowledge and skills.



ACTION PLANNING CHECKLIST

One final way to undertake action planning is to review the following checklist and determine the degree to which action is needed around any of the checklist items. This is the same list that appears in Self-Help Booklet #3 (Reviewing Existing Vocational Programs...) on policy review. All items are from a publication by the Council for Exceptional Children (Davis and Ward, 1978) which provides guidance on any of these items. Does your school district need action plans in any of the following areas?

PLANNING AND ADMINISTRATION	Action Need	Don't Need	Already Have
100 Objectives for planning vocational education of handicapped students.....	____	____	____
101 Cooperative planning to meet the needs of handicapped students in vocational education	____	____	____
102 Development of a plan for serving handicapped students.....	____	____	____
103 Specially designed vocational education programs for handicapped students.....	____	____	____
104 Management of vocational education programming for handicapped students.....	____	____	____
105 Cooperation with vocational rehabilitation..	____	____	____
106 Cooperation with other agencies and organizations.....	____	____	____
107 Administrative options to provide vocational education to handicapped students.....	____	____	____
108 Contracted services.....	____	____	____
109 Local advisory council.....	____	____	____
110 Program evaluation.....	____	____	____
IDENTIFICATION OF STUDENTS			
200 Definitions of handicapped students.....	____	____	____
201 Processes for determining handicapped population.....	____	____	____
202 Publicizing availability of vocational education for handicapped students.....	____	____	____
203 Notification of out-of-school handicapped youth of availability of vocational education	____	____	____
204 Referrals to vocational education.....	____	____	____
205 Referral to vocational rehabilitation services.....	____	____	____

VOCATIONAL ASSESSMENT	Need	Don't Need	Already Have
300 Provision for vocational assessment of Handicapped students	___	___	___
301 Components of vocational assessment	___	___	___
302 Options for providing comprehensive vocational assessments	___	___	___
303 Personnel to conduct vocational assessment in a school-based setting	___	___	___
304 Vocational counseling	___	___	___
305 Readiness for assessment	___	___	___
306 Evaluation standards and procedures	___	___	___
307 Review and/or update of medical, psychological, educational, and social assessment data	___	___	___
308 Use of vocational instruments	___	___	___
309 Use of work samples	___	___	___
310 Exploratory vocational course tryouts	___	___	___
311 Observation of work behavior	___	___	___
312 Assessment report	___	___	___
INDIVIDUALIZED EDUCATION PROGRAMS			
400 Local educational agency responsibility for individualized education program	___	___	___
401 Planning for the student's individualized education program	___	___	___
402 Participants in the meeting to develop the student's individualized education program	___	___	___
403 Contents of individualized education program	___	___	___
PROGRAM PLACEMENT			
500 Requirements for making the vocational education placement decision	___	___	___
501 Placement in the least restrictive environment	___	___	___
502 Availability of various alternative placements	___	___	___
503 Review of eligibility requirements for regular vocational education programs	___	___	___
504 Admission to regular vocational education programs	___	___	___
506 Changes in the handicapped student's IEP and program placement	___	___	___

SERVICE DELIVERY	Need	Don't Need	Already Have
600 Coordination of services delivered by vocational education, special education and vocational rehabilitation.....	____	____	____
601 Vocational education program alternatives....	____	____	____
602 Career education and prevocational activities.	____	____	____
603 Handicapped students in regular vocational education programs.....	____	____	____
604 Special vocational education programs.....	____	____	____
605 Provision of supportive (related) services...	____	____	____
606 Modifications to assist handicapped students in vocational education.....	____	____	____
607 Work experience programs.....	____	____	____
608 Sheltered pre-employment services.....	____	____	____
609 Credits toward graduation.....	____	____	____
610 Travel training for transportation to jobs on completion of vocational training.....	____	____	____
611 Job placement and followup services.....	____	____	____
FACILITIES AND EQUIPMENT			
700 Exclusion of handicapped students because of inaccessible facilities prohibited.....	____	____	____
701 Accessiblity of new construction.....	____	____	____
702 Safety standards.....	____	____	____
703 Adaptive service and special equipment.....	____	____	____
PERSONNEL			
800 Provision of adequate staff.....	____	____	____
801 Student/staff ratio.....	____	____	____
802 Certification of staff.....	____	____	____
803 Fair employment practices.....	____	____	____
804 Professional development.....	____	____	____
805 Inservice training.....	____	____	____
806 Personnel evaluation.....	____	____	____
807 Position descriptions.....	____	____	____
FISCAL MANAGEMENT			
900 Funds for vocational education programming for handicapped students.....	____	____	____
901 Fiscal accountability.....	____	____	____
REFERENCES			
Work evaluation systems.....	____	____	____

QUESTIONS FOR DISCUSSION

Listed below are a few questions designed to serve as "thought stimulators" for yourself and others with regard to developing a plan of action for serving handicapped students in vocational education.

1. TO WHAT EXTENT DO I/WE PRESENTLY HAVE A PLAN OF ACTION FOR MEETING THE VOCATIONAL NEEDS OF HANDICAPPED STUDENTS?

2. DO I/WE NEED AN ACTION PLAN SPECIFICALLY DIRECTED TOWARD THE HANDICAPPED STUDENT?

3. HOW DO KEY ADMINISTRATORS, BOARD MEMBERS AND OTHERS FEEL ABOUT DEVELOPING SUCH A PLAN AT THE DISTRICT LEVEL?

4. WHAT ARE THE CENTRAL BARRIERS TO DEVELOPING SUCH A PLAN AT THE CLASSROOM, BUILDING AND DISTRICT LEVEL?

5. TO WHAT EXTENT CAN RESOURCES BE MADE AVAILABLE TO DEVELOP AN ACTION PLAN OR REVISE AN EXISTING ONE?

6. WHAT ARE THE RESOURCES THAT ARE NEEDED TO DEVELOP A PLAN AT THE CLASSROOM LEVEL? DISTRICT LEVEL?

7. HOW CAN I/WE BE SURE THAT OUR EXISTING ACTION PLAN OR PROPOSED ONE MEETS STATE AND FEDERAL REQUIREMENTS AS OUTLINED IN THE RELATED LAWS?

8. HOW MIGHT AN ACTION PLAN ON MEETING THE VOCATIONAL EDUCATION OF HANDICAPPED STUDENTS BE LINKED TO OTHER PROGRAM PLANS AT THE CLASSROOM, BUILDING AND DISTRICT LEVEL?

9. WHOSE RESPONSIBILITY IS IT TO DEVELOP AN ACTION PLAN IF ONE DOES NOT EXIST, OR TO MODIFY ONE THAT DOES EXIST?

10. WHAT ARE THE CONSEQUENCES OF NOT DEVELOPING AN ACTION PLAN TO MEET THE VOCATIONAL EDUCATION NEEDS OF HANDICAPPED STUDENTS?

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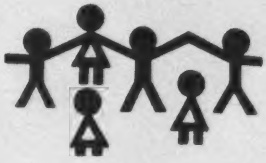

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THE SELF-HELP SERIES

This publication is one in a series of five booklets designed for Alaskan Educators. The focus of all five publications is upon improving the vocational services provided to handicapped pupils. The material is designed to stimulate thought, provide some basic information and draw the readers' attention to additional resources on meeting the vocational needs of handicapped students. They are designed primarily for administrators and teachers but also could be shared with parents, agency officials and community members alike. The titles for each of the Self-Help Series are listed below.

1. LAWS AND REGULATIONS TO MEET THE VOCATIONAL NEEDS OF HANDICAPPED STUDENTS
2. VOCATIONAL EDUCATION NEEDS OF HANDICAPPED STUDENTS
3. REVIEWING VOCATIONAL PROGRAMS FOR HANDICAPPED STUDENTS
4. GOALS AND OBJECTIVES OF VOCATIONAL EDUCATION FOR HANDICAPPED STUDENTS
5. PLANNING TO MEET THE VOCATIONAL NEEDS OF HANDICAPPED STUDENTS

Additional copies may be available from the Alaska Department of Education on a limited supply basis. Address all comments and requests to: Vocational/Special Education, Department of Education, Pouch E, Juneau, Alaska 99811.

There is only one man in the world
and his name is All Men
There is only one woman in the world
and her name is All Women
There is only one child in the world
and the child's name is All Children

- Carl Sandburg